DOCUMENT RESUME

ED 087 992 CS 000 869

AUTHOR	Cramer, Virginia S.
TITLE	Children and Curriculum.
INSTITUTION	City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
PUB DATE	Oct 73
NOTE	18p.
JOURNAL CIT	Notes from Workshop Center for Open Education; v2 n3 p4-19 October 1973
EDRS PRICE	MF-$0.75 HC-$1.50
DESCRIPTORS	Class Management; Classroom Environment; Curriculum Evaluation; Curriculum Problems; *Discovery Learning; Elementary Grades; *Grade 2; Mathematics Instruction; *Open Education; Reading Development; *Reading Instruction; Self Directed Classrooms; *Teaching Techniques

ABSTRACT

This article is an account of the author's first year of work in an open concept second grade class. The author's classroom experiences related to discipline, instruction, student teachers, materials, field trips, reading, art projects, and organization of a school store are discussed. Specific books and chapters the author found beneficial for supplying new ideas and solutions to problems are also discussed. (WR)

ED 087992

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NOTES FROM WORKSHOP CENTER FOR OPEN EDUCATION

OCTOBER 1973

"We have to discard the past
and as one builds
floor by floor, window by window,
and the building rises,
so do we go on throwing down
first broken tiles,
then pompous doors..."

Pablo Neruda (1904-1973)

THIS ISSUE: CHILDREN AND CURRICULUM/ ON TEACHING MATH/ REPORT ON SUMMER INSTITUTE/ ON KOHL'S READING, HOW TO

CS 000 869

About this publication

Notes from Workshop Center for Open Education is published four times during the school year. Its purpose is to provide a periodic report on the changes that were begun under the direction of the City College Advisory Service to Open Corridors, and that school people, many of whom use the Workshop Center, are making in New York City public schools.

Our account of these changes is necessarily also an account of the obstacles to change, of those that have yielded to new uses and of those that still confront us. Our focus remains on the ways schools can support the continuous, active, and individual learning of children.

Notes will serve as a forum for discussion of ideas and developments in curriculum and classroom organization that Workshop Center staff and participants find useful to share with teachers and administrators in open classrooms.

THE WORKSHOP CENTER FOR OPEN EDUCATION is a free resource for teachers, administrators, paraprofessionals, and teachers who are interested and involved in open education in the New York City area. Its work is supported by a grant from the U.S.Office of Education under Title III of the ESEA of 1965, the Ford Foundation, the Rockefeller Brothers Foundation, and City College.

Notes is edited by Ruth Dropkin and Arthur Tobier. It may be obtained without charge by New York State residents from Workshop Center, Room 6, Shepard Hall, City College, Convent Avenue at 140th Street, New York, NY 10031. Out-of-state readers may subscribe for $3.00 a year.

Copyright @ 1973 by the Workshop Center for Open Education. All rights reserved.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Workshop Center for Open Education

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Volume 2, Number 3

Children and curriculum

Virginia S. Cramer

The following account is excerpted from a record of a traditional teacher's first year of work in an Open Corridor second grade class. The author teaches at P.S. 75 in Manhattan.

The Open Corridor program in our school attracted teachers who loved to work with young children but had tired of repeating the curriculum. New to the program, they felt strongly the need for training. There had been hopes for a workshop before the opening of school in September, but the money for it didn't materialize. Furthermore, during the preceding year, the teachers in the program had bee extremely busy, with little time for consultations. There was no certainty, until June, that the program would continue or expand.

There was little pertinent reading material that we knew of at the time. We had heard of the Plowden Report[1] and had read John Blackie[2] and Arthur Tobier's article[3] about the work of Lillian Weber.

When we came in on the Friday before school was set to open, we learned the advisor would not arrive for at least another week. My room was arranged and materials assembled with the assumption that the children would need little teacher direction to work with materials, task cards, rexographed materials, or in their own ways of exploration and discovery.

In my second grade class of 25, 17 of the children did work independently, but the six boys and two girls who did not made my uncertainties painfully clear: Would controlling them violate the program's goal of support for self-direction? Since they

seemed to have no ideas of their own on work to pursue, would arbitrary assignments prevent them from eventually discovering their own interests?

R was baffling. He rarely walked from place to place on the floor but ran on desk and table tops. During meetings he crawled around under furniture and made strange sounds. He was taller and heavier than his peers but he had a round, soft baby face. When he was not upset R talked with humor and intelligence. He irritated all of us but he was likable.

The other five boys and two girls did not work. They tried to throw rods and chips. They raced each other between the cubbies and reading center. They brought balls, tops, and racing cars and resisted using them in structured games. They played wildly when the preparation teacher took the class. I worked that first week of school at learning everyone's reading level and directing these eight children.

Our advisor came during the second week. She was intelligent, sensitive, warm and, most important to us, she had 11 years of classroom experience. She spent at least an hour in each classroom before having individual conferences with us. Two of her suggestions helped my situation. She explained that with R's need for activity it would be fruitless at this point to try to keep him still. Rather, while we worked on finding better ways with R, we could help the children to accept him in a warm, inclusive way.

When the group of seven difficult children (all except R) arrived the next day, they found a different group of desks between the wet and dry art centers, each with one of their names and plenty of work inside. I explained that these were their desks, that they were to sit at them and do their work, and they were not to leave them without my permission. I placed my conference table next to the desk group and worked there with individuals and small groups. By their responses, the other children showed that they understood what had been going on and were glad the situation was now under control.

Five of the seven had been in traditional first grades. F's mother objected, "But I thought he was supposed to move around and do his own thing!" I

tactfully explained that F did not move, he raced. Furthermore, he had completed no written work nor independent reading throughout September. She accepted the arrangement but placed responsibility for F's behavior on "those other psychos in the class."

The other two children were from Open Corridor first grades and their parents were supportive.

Two student teachers were assigned to me four mornings a week. O's mother helped two afternoons, and Mrs. J and Mrs. X came Friday mornings.

With the class more orderly, I turned to my concern about the lack of development in math. First and second grade workbook math was most familiar to me. I had some knowledge of the math work developed in the 1960s at Madison, Wisconsin, and was beginning to hear of the Nuffield mathematics projects growing out of work in English primary schools. But my experience with these projects was too limited to support the mathematical development of each child. Asking and searching did not turn up a simplified description of Piaget's findings in the development of learning related to math, clearly organized, with ample appropriate activities suggested for each stage.

A set of unfamiliar second grade math workbooks was available and the children used them individually. They contained no teacher's guide so the children depended on me for help until some of the stronger students took on some of that chore.

The advisor was consistently supportive. She encouraged me and the paraprofessionals to follow our own needs and give ourselves time to find new ways to guide the children.

The classroom became a little more settled. R was less frantic and G and K began to read to him either from a book they were reading or a book R selected and kept in his cubby between readings. He sat absolutely still while listening but always had a ball of plasticene which he worked intensely with both hands.

In October we went for a nature walk and brought back bags of beautifully colored leaves, pods, and

seeds. Everyone did something with leaves, either on their own or following suggestions: (1) pencil and crayon rubbings, (2) silhouettes, (3) research, labels, and mountings, (4) perimeters--estimating, measuring, and seriating, (5) seriating by width or height and mounting, (6) grouping by species or colors, and (7) pressing them between wax paper sheets into translucent collages to decorate the windows.

Our advisor urged us to read aloud to the children every day. Scheduling this presented problems if we were to ensure little interruption of ongoing work and avoid one sitting-still time followed by another. We have two lunch periods in our school and we were in the late one, leaving only an hour and forty minutes until dismissal. When the weather is bad our children have to sit in the auditorium after lunch. We experimented with mid-morning, end-of-morning, after lunch and before going home. Cutting into the long morning was most successful. When the classroom lights went out and the story lamp was lit the children stopped their work and came to the meeting area for story time. There were some complaints about the interruption during the first days but the children gradually developed flexibility. It soon became a favorite time.

Very few of the 16 children below grade level in reading were moving. They could not read well enough to read the books they liked. They loved the charming reading games the student teachers made but rarely remembered the words in them. They tried to do the work I gave in weekly conferences, to build up their decoding skills, but it was hard for them to remember assignments.

One method had worked for me for four years--establishing reading groups for reading skills. The hour between 9 and 10 became reading time. One of the student teachers, Miss CC, worked with the nine ablest readers using the SRA Reading Lab and Kenneth Koch's *Wishes, Lies and Dreams*.[4] The other student teacher, Miss BB, took the six children reading on first grade level and planned her work from the teacher's guides for "Around the City" and "Uptown, Downtown."[5] I worked with nine children in readiness.

R could not participate. He worked with clay or drew with magic markers or built with rods. Sometimes he interrupted us.

Reading started to move. Miss CC was stimulating and imaginative and her group was reading and writing with much enthusiasm. We made vowel, blends, and word-endings games for Miss BB's group, which they used with other children throughout the day, softening the lines between the groups. Seven of my children began to remember the words in the books they made. Some would read them to their friends and read to all of us at meetings. Of the six Hispanic pupils, C and D moved very, very slowly; they were improving their English-speaking skills and worked conscientiously on the upper case alphabet and classroom vocabulary. They could match word cards to the sentences in their original books but could rarely read the words out of context.

In November we went to South Street Seaport and toured the Ambrose Light Ship, the Wavertree, and the museum. We looked at the model of the seaport as it once was and as they hoped to restore it. Our guide told us stories about several ships and the fascinating figureheads.

When we got back to our classroom, work poured from the art centers--clay boats and figureheads, beautifully drawn detailed sailing ships and light ships. We read the history of the seaport. We learned several sea chanteys. Children wrote reports, made a book, and sent thank-you notes to our kindly guide.

Then, suddenly, it was over. I had no idea what to do, how to motivate, where to go from there. I wondered if math, economics and trade, and science could not have grown out of this experience, but how to make it possible?

Before I could talk to the advisor about it, the excitement of their first efforts subsided and the children were moving into new interests. But she reassured me in two ways. There would be many more such experiences and opportunities to make better use of them. And the children had made known their feelings about this trip with rich expression; it was not wasted.

Late in November new problems arose. W, a tall, nervous, isolated girl in the desk group, had started out very quiet. Now she began to screech frequently for no cause she could give and would urinate on the classroom floor, wetting her clothes. The children had free use of the bathrooms without asking permission and this kind of problem was new

to me. J began to show overdependency on B and became possessive about him in the classroom and despondent when he was absent.

Q, a quiet, artistic, and poised little girl, became sensitive about Miss CC, showing painful signs of rejection when she could not be with her.

Good things were happening too. The reading skills were improving and the reading corner was always in use. Children were sharing more of their work and experiences, and asking questions at meetings. Sharing strengthened the relationships in the class. It also motivated children to try work that had not occurred or appealed to them. Six of the difficult children were away from their desks for longer periods, managing themselves reasonably well.

There was movement in math, albeit via workbooks.

One of the books our advisor recommended was *The Integrated Day in the Primary School*[6] by two teachers in Leicestershire, England. This reading encouraged me to start working away from the math workbooks. When A and S became curious about how many classrooms our school had we extended their interest with questions about total estimates, floor by floor estimates, even and odd numbered rooms, and a breakdown by grades. This work required numerous trips around the school (to the children's delight!) and culminated in four graphs and a display the class used as a reference throughout the year. The work took a week to complete and on one of the middle days A came to me apologetically, "Mrs. Cramer, I don't really feel like doing math today." Knowing he meant workbook math, I told him his hard work on the classroom survey was more than enough math.

"That's math?" he asked, and his face shone.

I reread *The Integrated Day*, concentrating on Chapter Five.[7]

A colleague's student teacher mentioned the chapter about mathematics in *The Teaching of Young Children*,[8] which proved invaluable. Some of Piaget's findings began to make sense to me in terms of materials and experiences that children use in the pre-operational to concrete-operational learning stages. Here was the order so necessary amid a wealth of materials. Crude measuring activities

suffice until a child becomes aware of the need for accuracy, which can then be encouraged with adequate devices, recipes that specify exact quantities and scale model buildings.

A sentence in this chapter clarified my misinterpretation of the work in the math workbooks:

> The facility for perceptual learning demonstrated by children in first school can easily lead to rote learning and be misinterpreted as conceptual understanding, so that it is important to differentiate between them.[9]

Here is why page-by-page movement in the math workbooks reassured so many of us and why it was frowned upon by people with deeper understanding of how children learn. How many times had Mrs. Weber said, "You cannot teach concepts." The way children actually learn, the relationship between their work and the developing concepts their work is facilitating--this fundamental, crucially significant insight, which I had long grasped on the unconscious intuitive level, began to slowly surface.

The advisor's counsel helped, particularly in making practical math possible for the immature children. She suggested the sorting and seriating possibilities of egg cartons, muffin tins, and sectioned oaktag cards. While the children knew shape names, finding shapes in the environment was not simple. Unable to write the names of things grouped by shape, they enjoyed going about with a roll of tape and a stack of note paper on which shapes were drawn. Each time they taped a piece of note paper to a shape they had found, it produced a great deal of discussion, for sometimes the shape was not very obvious and sometimes it was not there at all! A baby bathtub full of containers of various capacities--three or four of the same volume, but different shapes--on the sinkboard helped those children who were still trying to understand the principle of conservation. Donated Con-tact and other kinds of cardboard boxes and cans provided opportunities to experiment with comparative areas.

We found many mathematical possibilities at home. There were containers to be sorted by size, content, or shape, and recorded on graphs. The serial order of the room can be estimated by size and then measured with one's foot or body-lenth. We counted

and compared objects that tend to be numerous like windows, lamps, cushions, shoes, chairs, and articles of clothing and then graphed these. Stronger math students took home half-inch graph paper and made scale drawings of their rooms, including floor space and large furnishings, using their feet as units of measurement.

The possibilities increased. The workbooks appeared less frequently. Children asked to take them home where they were thankfully left. M and O knew they would go to traditional third grades and worked through the workbooks to completion.

On one of J's desperate days without B, I pulled out a huge roll of large brown paper, gave V a magic marker, and asked him to draw around J's body. It snowballed. Everyone wanted to do it. It was pre-kindergarten work but they liked it.

Then they made it second grade work. They looked back and forth from mirrors to color their outlines, trying to match colors perfectly. Laying them on top of each other to determine height, U noticed V and he were the same height, but V's belt was not at the same place as his. They started measuring from head-top to waist on drawings and on each other. We made string graphs of this distance and of leg lengths. Before this work, tall simply meant higher than something, but not afterward.

Some children measured their perimeters with poker chips, Cuisenaire rods, and bottle caps. Some children wrote excellent reports of their work and others thought to take their self-drawings across the hall to our neighbors to compare heights.

Such a wealth of good work followed that we taped the huge figures all along the upper wall hoping not to be accused of pre-school work. It was a pleasant shock to read in a newspaper account of the Open Corridor program in our school about the classroom with marvelous life-sized cutouts that children had drawn of themselves.

Early in December W's mother told me W needed two major kidney operations and would receive psychotherapy during the long hospitalization.

Miss CC came down with mononucleosis and left for the rest of the term.

The children began to use the corridor and started visiting other classrooms, particularly the neighboring second grade which had guinea pigs, gerbils, and mice. I had been uneasy about bringing caged, defenseless animals into my classroom because of W and S, who were frequently accused of hurting people. I had never seen them doing it, but their accusers were children who rarely complained and never scapegoated. On the other hand the lack of animals had deprived the children of a vital experience. My next-door colleague welcomed them. Balancing, measurement, model-making, and descriptive writing were outgrowths of these visits.

Children came visiting us, too, attracted to the puppetry the student teacher initiated. Eight children were in various stages of making puppets and organizing a play. Two visitors described a production of the "The Princess Who Could Not Cry" that they had just seen. When the children chose that play to do, the visitors helped with the script and staging.

A lot of dramatics sprouted about this time. A, E, L, M, N, and X developed a play about the Partridge family from television. H and V, rarely a constructive combination, started pantomiming Batman sequences. I planned to discuss dialogue with them after they had some success with this work. They were setting up to do their play in the meeting area one day when Mrs. Weber came by with visitors, including Chancellor Scribner. My heart sank. We were really moving. Reading, writing, math, art, the puppetry--all expressed how much the children were working and learning. But these visitors would go away from an Open Corridor second grade with only the memory of a white boy and a black boy acting out Batman.

But H and V outdid themselves. Their actions were perfect and the plot was understandable without dialogue. As I watched, I registered many signs of growth: (1) the boys' enthusiasm and self-direction compared to September when they required so much direction, (2) their stage presence, nonexistent at meetings where they could rarely tell anything straight, (3) the relaxed way the class and some first grade visitors gathered their chairs

and grew quiet without direction, and watched with absorption.

With all this dramatic work, lining up entertainment for our winter party was not going to be a problem. We worked on gifts and the room was fragrant with hot wax for our hand-dipped candles and with cloves for our pomander apples. We wrote invitations, made programs, and our class mother began organizing parents to bring in supplies and food. The children made decorations, strung popcorn and cranberries, rolled cardboard tubes in glue and sparkles and painted pastas, and drew winter holiday themes to hang from crepe paper ropes stretched across the room. Most of the parents came; the party was a success.

Going home, feeling the usual pre-holiday exhaustion, I remembered September. We had all learned a lot.

In January the reading work had to be reconsidered.

Since Miss CC's illness, X and Q were reading close to the nine strong readers. Miss BB worked with them once a week on skills and signed them up for weekly conferences. Everyone except B was reading high-level books like *The Lion, The Witch and the Wardrobe,*[10] *Pippi Longstocking,*[11] *The Singing Hill,*[12] *Winnie-the-Pooh*[13] and biographies of sports heroes.

B read easy books, like *The Happy Lion*[14] and *Little Tim and the Brave Sea Captain,*[15] but emphasized that he read "lots of books." When a child discussed an interesting book at a meeting, B would often ask, "Is that a long book?" He discussed his reading enthusiastically in conferences and did not refer to the ease of books he chose. His parents were extremely confident of B and assured me he would grow into books he was capable of reading with no pressure.

Miss BB continued working with her original group who were now reading picture books. She would leave after January and there was no certainty that student teachers would be replaced. She started to move the children toward independent work and encouraged them to sign up for individual conferences.

The readiness group continued daily skills work, could read simple picture books, used reading

games, and practiced with flash cards of words that troubled them.

C and D worked with Mrs. O during her afternoon visits. She read them Spanish folk tales and aided by a large map of Puerto Rico had the children work on blank rexos, coloring them and locating the few cities their parents mentioned to them. They made a book, "We remember Puerto Rico," with maps and pictures and sentences, including incidents from their parents' recollections. But they did not retain reading words well. I tried to avoid emphasizing this difficulty by encouraging them to share their achievements in the class and the corridor. I got them to acknowledge their success and draw on their growing English-speaking skills.

Many of the children started to ask help in spelling to which we happily responded, but I felt concern about supporting it in an ongoing way. Our advisor suggested small spiral notebooks which the children would alphabetize. Words they needed help with were recorded in their spelling books, which they were encouraged to study, and use in making lists or sentences. The more difficult words were placed on flash cards and children helped each other practice. Phonetic spelling became remarkably accurate. Correct spelling was as prevalent as in former second grades where I had practiced the Monday pre-test and Friday final test method.

At the end of January Miss BB left and Miss SS arrived.

Another Open Corridor second grade held a sale to raise money to buy materials and the enthusiasm our children showed over it made it obvious they wanted, and could benefit from, a store of some kind. F suggested a candy store. But we could not foresee a profit unless we made everything, which we lacked facilities to do. X, who did not eat candy, said she ate cereals for snacks and we realized we could make a profit here.

The children raised good questions:

A: Would the store be open all the time?

G: Could we sell to the other kids on our corridor?

K: Where will we get money to buy the stuff we're going to sell?

I: How much cereal will we sell for how much money?

V: Can I be the cashier first?

Q: What if they don't like the kind of cereal we sell?

M: What will we get with the money we make?

U: How will they know we have a store?

H: Is V gonna be cashier first?

We ordered our concerns. Everyone thought we should sell to the corridor. Q, A, and S offered to make a survey of favorite cereals. C, J, N, and T made advertising signs, and later, price and quantity signs. We spent a week organizing the store, scheduling openings and personnel, measuring quantities, estimating the best price, and fully publicizing the store. After the first 30 minutes of each day's store opening we had to reconvene and rethink the problems that arose. The price had to be lowered; another cereal survey was required; opening time had to be adjusted to the other corridor classes' schedules. The store operated for one week and realized a profit of $7.50. The class voted to spend the money on a picnic in the park.

Shortly after our store, R had new problems. The Bureau of Child Guidance tested him and found above average intelligence and four-year-old emotional maturity. Their psychologist, praising our classroom to the principal, guidance counselor, and our advisor, then supported a decision by the bureau that tried to get R transferred to a traditional classroom before it would offer him therapy. Given R's strict home life, our principal refused. Soon afterwards R exploded with anger at his brother in the fifth grade and tried to run home to tell his mother. The principal had a hard time restraining him, and decided R should stay home mornings.

The classroom had an empty space without R but he did begin to calm down. For the first time in his life, the middle of five boys, he was alone with

his mother. By the end of the year, he was walking instead of running around the room, most of the time.

W returned to school and was calmer. She started to spend a lot of time reading because she had fallen in love with the Babar stories.[16] Often unable to get a child to flash her word cards, she made up peek-a-boo games instead, trying to surprise herself with the next word.

Q began to perk up, accepting that Miss CC was permanently unavailable. After a weekend together at G's country house, she and G made a beautiful book about wild flowers.

B's father was transferred to Cincinnati and his and J's parents worked to help J with the separation. Careful arrangements were made to maintain contact and B's family hoped to return in a year. This coincided with J's sudden interest in fire fighting and he started a book on the subject. Miss SS helped research old and modern fire fighting equipment and uniforms and J drew energetic vivid illustrations. His work was a success all around the corridor.

Mrs. J had cooked with the children since September and they grew capable of increasingly complex recipes. They measured ingredients using a balance as well as cupfuls. They timed stirring and beating as well as cooking time. Recipes began to be doubled and tripled rather than made three times. A candy thermometer was used as well as a thermostat. We learned to plan cooking in advance and send home rexographed lists of necessary ingredients. Parents sent in supplies before each cooking session. Late in the spring we gathered our favorite recipes into cook books with illustrations and comments, which the children later took home.

After the spring holidays children began examining rocks during park trips. We took some of our earth science books with us to identify categories and varieties. Then we decided to bring one of each back to our classroom.

Our advisor kept reminding us at our nchtime meetings to extend the children's interests in many different directions. It took me a long time to respond to this concept. For four years, I had used curriculum and teacher's guides rather than my imagination. Slowly, with each undertaking,

it began to be possible to do a little more work in a few more directions.

In talking and reading about rocks we learned about erosion and rock polishing. We put a few small rough rocks into a can with water, sealed it, and took turns shaking it. For one month, we marked off the days with a child-made calendar before opening the can to see that they had smoothed some. The children made drawings of the other rocks, carefully matching shape and colors, and collected these in a book. Two boys took a few rocks to the sink and worked out a displacement equation. The reading group made a list of rhyming words and noted that the ending sound was *x*. S tried to balance some of the rocks and when she found we had no materials heavy enough, she used books and the pan balance scale. Her equations looked like this:

This rock = *The Three Billy Goats Gruff*[17]

This rock = *Charlotte's Web*[18]

W spread a clean sheet of blue paper, seriated 12 of the rocks in our collection, and taped them securely. We kept this display until school ended.

On a trip to the Bronx High School of Science the botanist gave each child a plant. We experimented with them in sunlight and a dark closet, plain water and water with plant food, in park soil and florist's soil. Using paper strips, they made vertical and horizontal graphs to record rates of growth.

In May we began work in multi-base math games. By the end of June several children could count any number of objects in bases two through ten. Four children could add and subtract and exchange in any base. As the year ended, R, C, and D were reading at about the primer level. Everyone else was reading with enjoyment and increasing competence.

This second grade compared well with the two preceding second grades I had known. Their independence and enthusiasm in reading was superior. Their handwriting was less well formed and uniform, but it was legible. They had deeper understanding

of mathematical concepts and relevant operations and a smaller body of rote-learned facts. They ended second grade with more interest in math than preceding classes. The Hispanic children spoke English more effectively than any predominantly Spanish-speaking children I had previously worked with.

The social and emotional growth of this class surpassed any in my experience. Different children had a chance to grow in a variety of ways. Bright, stable children had the opportunity to relate to less confident children. Once out of the prescribed traditional setting, a variety of ways to meet other- and self-imposed responsibilities arose. A rich range of behavior occurred without disruption.

For me, it was a difficult year. I had to constantly reconsider my role and responsibilities. Children's ways of learning had to be understood anew. The reputation and strengths I had gained in four years of traditional teaching required painful reevaluation. Intuitive certainties had to be tested in hard work every day. But the encouragement I received from teachers and the advisor in the Open Corridor program created a professional kinship that made the whole experience an exhilarating one!

References

1. Lady Plowden, Chairman of the Central Advisory Council for Education, *Children and Their Primary Schools* (England: HMSO, 1967).
2. John Blackie, *Inside the Primary School* (London: HMSO, 1967).
3. Arthur Tobier, "The Open Classroom, Humanizing the Coldness of Public Places," *The Center Forum*, Vol. 3, No. 6 (May 15, 1969).
4. Kenneth Koch, *Wishes, Lies, and Dreams* (New York: Vintage Books, 1970).
5. Bank Street College of Education, *The Bank Street Readers* (New York: MacMillan & Co., 1966).
6. Mary Brown and Norman Precious, *The Integrated Day in the Primary School* (London: Ward Lock Educational Limited, 1968).
7. *Ibid.*, pp 43-66.
8. Molly Brearley, ed., *The Teaching of Young Children* (New York: Schocken Books, 1970).
9. *Ibid.*, pp 89-114.

10. C. S. Lewis, *The Lion, The Witch and the Wardrobe* (New York: The MacMillan Company, 1959).
11. Astrid Lindgren, *Pippi Longstocking* (New York: Viking Press, 1950).
12. Meindert DeJong, *The Singing Hill* (New York: Harper and Row, 1962).
13. A. A. Milne, *Winnie-the-Pooh* (New York: E.P. Cutton and Company, 1926).
14. Louise Fatio, *The Happy Lion* (New York: Whittlesey House, McGraw-Hill Book Company, 1957).
15. Edward Ardizzone, *Little Time and the Brave Sea Captain* (New York: Henry Z. Walch, Inc., 1955).
16. Jean DeBrunhoff, *The Travels of Babar* (New York: Random House, 1961).
17. Marcia Brown, *The Three Billy Goats Gruff* (New York: Harcourt, Brace and World, Inc., 1957).
18. E. B. White, *Charlotte's Web* (New York: Harper and Brothers, 1952).